



## Youtube Shorts As Self-Regulated Learning Media For Listening Practice: University Students' Experiences

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### Abstract

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*Students cannot rely only on classroom learning, hence they need additional learning beyond classroom. The main focus of this research was to explore learners' experiences of practicing listening in Self-Regulated Learning (SRL) through YouTube Shorts. This research used a qualitative approach with interview analysis as research design. Four university students participated in this research. The data was collected through group discussion and reflective journal. Thematic analysis was used in this research to analyze the data collection. The findings showed that learners performed self-evaluation of their listening practice by turning the subtitle on, looking at dictionary, and writing at comment section. If they were struggling in the listening process and not able to catch the meaning of the video, they searched explanations on comment section. They also left comment as a self-evaluation. In conclusion, they did not only practice listening, but they unintentionally practiced reading and writing as well.*

**Keywords:** *Experiences, listening, SRL, university students, YouTube Shorts.*

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## INTRODUCTION

Listening plays important role in language learning where the process of verbal communication cannot occur without listening. According to Ulum (2015), there are three problems that university EFL students get during listening in classroom. First, it is difficult to catch the spoken text if the speaker use unfamiliar accents. Second, it is hard to get the meaning of spoken words with unclear pronunciation. Third problem is that they cannot remember word or phrase that were obtained at fast. Hence, it can result lack of proper understanding in classroom learning.

Additionally, students cannot only rely on classroom learning. In many ways of learning, Self-Regulated Learning (SRL) is suggested for listening practice (Wati, Ratna, & Haura, 2021). SRL refers to the process in which students individually stimulate and focus on understandings, emotions, and behaviors toward learning objectives (Schunk & Zimmerman, 2012).

In online learning environments, SRL affords a high percentage of students self-sufficiency and low percentage of teacher presence (Lehman et al., 2014, as cited in Wong et al., 2018). SRL is significant in higher education because students are expected to control their own learning process (Broadbent & Poon, 2015, as cited in Theobald, 2021). One of the advantages they have today is the freedom to choose learning method and resource with various learning topics without any enforcement to learn (Wati, Ratna, & Haura, 2022). The resource chosen must support the concept of language learning toward the performance of SRL itself. In listening, it is essential to listen actively such as getting into the habit of listening

to English podcasts, songs, and videos (Egamnazarova & Mukhamedova, 2021). One of the top three most visited and regularly used social media is YouTube (Drozd, Couvillon, & Suarez, 2019; Wang & Chen, 2020). YouTube includes all audio products as mentioned in the form of audio-visual.

However, some studies related to this research have already been done. Wang and Chen (2020) stated that in exploring more English learning resources, YouTube can be used as it is more flexible, fascinating, and more pleasant than formal learning classroom but still not effective for exam preparation. Beside, Chien et al (2020) argued that students did better on the listening comprehension exam rather than without the practice before. Urmilah, Miftakh, and Ridwan (2021) reported four findings such as watching YouTube regularly can improve their listening skills, students give like as a feedback, they have individual preferences on choosing videos, and learning through YouTube is more flexible, more interesting, and easier than classroom learning.

Nevertheless, Fachrunnisa, Abas, and Ambarwati (2023) stated that students preferred to watch videos containing daily vocabularies produced by native speaker for their listening materials. Other research showed that students usually choose any videos that they want to watch with subtitle to help when they face difficulties (Wati, Ratna, & Haura, 2021). However, they feel bothered when they face financial limitation and internet difficulties (Putri, WIjayanto, & Supriyadi, 2020).

Although there have been researches on YouTube in general, particularly in the university context, it still needs research on the specific use of short videos for listening. In 2021, YouTube released its newest feature called Shorts containing less than 60 seconds continuous video or several 15 seconds videos combined. With the recent launched of Shorts, no attention has been paid on the use of YouTube Shorts as SRL media. As a result, in the need for further research on that particular topic, this research is done to explore SRL learners' experiences in listening practice through YouTube Shorts.

## **METHODS**

In order to achieve the aim of this research, qualitative approach by Creswell & Poth (2016) was used to solve problems that focused on the process. This research focused on four English language learners who were domiciled in Bekasi, Indonesia as participants. The data of this qualitative research was collected through group discussion and reflective journal. Participants were gathered and recorded through a real-time online meeting by Zoom application. In addition, reflective journal was done individually after group discussion to provide more suitable information. The reflective journal was collected in written form to put details information related to the research question.

The group discussion guidelines were adapted from Wang and Chen (2019) in the journal about language learners' experiences in using YouTube. For the group discussion guidelines, participants were asked about 11 open-ended questions both in English and Indonesian. As for the reflective journal prompts, learners were asked to answers two questions with a paragraph. The questions were adapted from Boekarts (1999) in the journal about SRL. However, the paragraph was required to be consisting at least 100 words.

## **RESULTS & DISCUSSION**

### **Results**

#### **Learners' intention and goal setting**

All of the participants did the SRL unintentionally at first. They got to know English to break language barrier. Therefore, they were motivated in learning English because the needs of communicating with their favorite idols. They stated that there were some contents that can only be understood in English language. They also needed to use English to foreigner at work.

Student 1: I like K-Pop idols from USA and there are certain topics that use English. Although there is Indonesian language, sometimes the content doesn't really make sense for me. (*Gue suka cowok K-Pop dari Amerika dan ada topik tertentu yang emang make Bahasa Inggris. Walaupun ada bahasa Indonesia, kadang isi kontennya kurang masuk aja di gue.*)

Students 3: After graduation, my goal is to work and I'll meet many people at work. So, my ears can get used in capturing the vocabulary of what people are saying. (*Setelah lulus, tujuannya itu kerja dan di dunia kerja ketemu banyak orang. Jadi, supaya telingaku bisa terbiasa nangkap kosa kata dari pengucapan orang.*)

It can be seen that the way they did SRL was so various. Although they accidentally learned English while entertaining themselves, English had become their needs. They wanted to get used to English language, so that they can communicate well in the future.

#### **The process of listening practice**

As for the efficiency, all four participants used the same audio-visual platform that were accessible for free. They used YouTube for the learning media as it provided them with unlimited various contents. It is found that the participants tend to have more than one preference of content video.

Student 1: Well, I usually watch YouTube Shorts because the duration is short and I can quickly understand compared to watch fully on YouTube with a pretty long duration. (*Oh iya, biasanya saya juga menggunakan youtube short karena durasi yang pendek dan dapat dengan cepat memahami sesuatu dibanding dengan nonton full di YouTube dengan durasi yang cukup panjang.*)

Student 2: YouTube Shorts are short in duration, so it is easier to listen to and if I have to replay the video, it wouldn't make me feel tired. (*YouTube Shorts itu durasinya pendek, jadi lebih gampang buat didengerin dan kalau harus ngulang videonya gak akan capek.*)

As the participants did not have much free time to practice listening, they chose YouTube Shorts compared to full video on YouTube. Participants had also mentioned that YouTube Shorts made learning easier and they were able to replay the video for deeper understanding without consuming much time.

#### **Self-evaluation after practice**

Self-evaluation was done as an indicator of learners' understanding and achievements toward their goals. According to the interview data, it is found that all participants turned on the subtitles to check immediately their listening results.

Student 4: So, turning on subtitle is the easiest way to evaluate whatever we listen to and the meaning of pronunciation of the people in the content. (*Jadi apa yang kita dengar dengan maksud dari pronunciation orang-orang di konten itu, nyalain subtitle adalah cara paling mudah untuk evaluasi.*)

Student 1: Rewatch the video or check the comments because someone usually repeats what's in the video. I rarely take note, but more often to look directly on online dictionary English-English or English-Indonesian for a clearer meaning and I can look it up again from its history. (*Nonton videonya diulang atau cek komen karena biasanya ada yang ngulang apa yang ada di video. Nyatet jarang, tapi lebih sering langsung nyari di kamus online Inggris-Inggris atau Inggris-Indonesia buat arti lebih jelasnya dan bisa liat ulang dari history kamusnya.*)

Student 2: If there is unfamiliar sentence, I immediately pause the video and go directly to Google and look for examples of how the word or sentence is used, anything other than that. (*Kalo ada kalimat asing gue biasanya langsung pause video dan pergi translate sama cari tau aja kalo di bahasa Indonesia penggunaannya kayak gimana.*)

As it showed, turning on subtitle was considered as the easiest method of self-evaluation. However, if the video did not provide subtitle, they used online dictionary or Google translate as another option to find the words they were unfamiliar with. If they were still not able to catch the message of the listening, the other option was to rewatch and look for explanation through comment section.

### **Discussion**

The findings showed Self-Regulated Learning (SRL) can help learners to accomplish different achievements beyond classroom learning. There are three phases of SRL such as planning & goal setting, performance, and self-reflection (Jansen et al, 2019; Carter Jr et al, 2020). In line with Zimmerman & Schunk (2012), the role of motivational process is important in the progress of SRL. Participants mentioned that they were unintentionally learn English but they needed at work. With a motive to communicate with foreigners, learners were motivated to learn English especially in listening skill.

Moreover, participants chose video as learning media to keep them focused in listening practice. Participants had no good time management for practicing. As found in Putri, Wijayanto, and Supriyadi (2020), YouTube are flexible in term of time and place, so learners can choose whether to watch in full length video or in Shorts reel. University students did not like to watch English teaching content video (Wati, Ratna, and Haura, 2021). Similarly, participants in this research chose video based on preference rather than watching specific English education content.

It is found that rewatching the video was the first attempt they did. Alongside with a research done by Pintrich (2004), not able to process what they learn or doubting their understanding encourages them to rewatch. Nonetheless, participants all agreed that turning subtitle on was the easiest and fastest way to do self-evaluation right at the moment they practice (Putri, Wijayanto, and Supriyadi, 2020). Some of them find it difficult to practice if the subtitle was not available. It is found that participants relied on subtitle too much to make sure they caught right words (Wati, Ratna, and Haura, 2021).

In other way to do self-evaluation, they looked at the comment section to get the message description as it can be automatically translated to Indonesian language. Additionally, if both of the subtitle and comment section were turned off, they can use dictionaries to find unfamiliar words, its meaning, and how the word was supposed to be used. In conclusion, they were not only practicing their listening skills, but all of the four English skills as well (Urmillah et al, 2017).

## CONCLUSION

In listening practice, learners often encounter unfamiliar words that they do not know what the meaning is. It becomes more challenging if the English native speakers they watch are using unfamiliar accent with different speed and articulation. Dictionary or online translation are used to find the meaning of the unfamiliar words. They also save and bookmark the words to be found easily later on. The presence of subtitle and comment section help them in doing self-evaluation. They can write review on the comment section to get feedback from practice. As YouTube provides many aspects that support all English skills, they learn not only listening but other English skills.

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